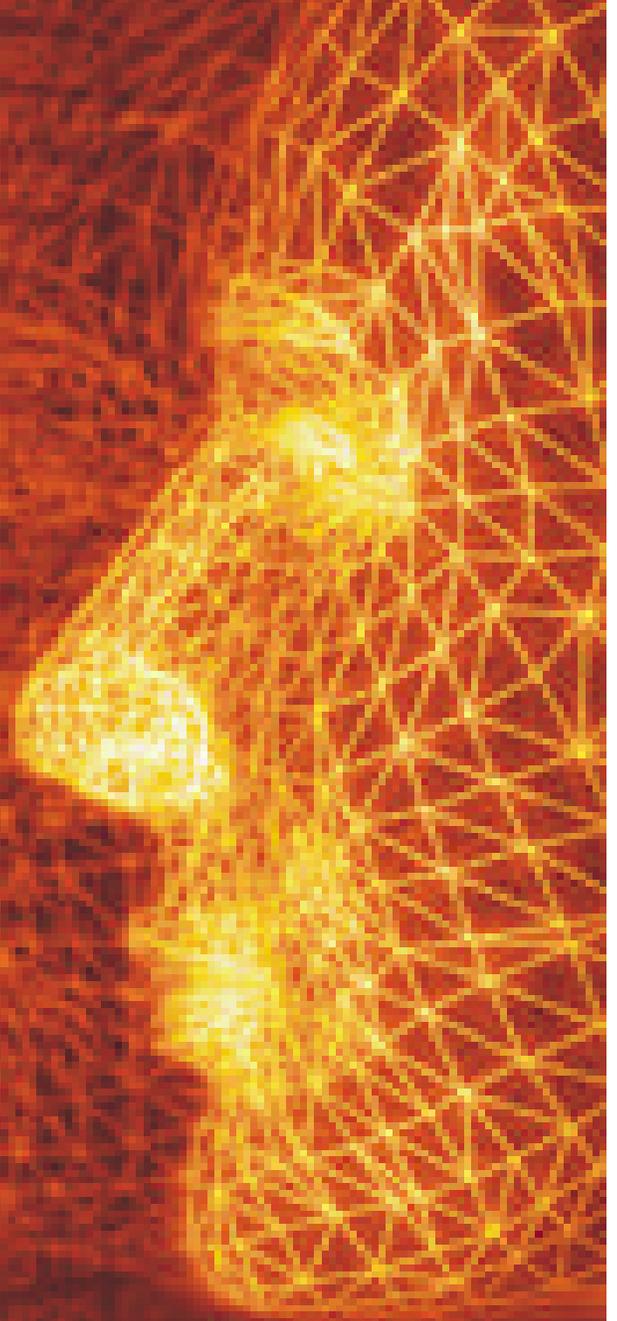


WORKERS' satellite

THE OFFICIAL PUBLICATION OF PHILIPPINE SOCIAL INSTITUTE,
THE EDUCATION AND TRAINING ARM OF THE FEDERATION
OF FREE WORKERS. VOL. 12 NO. 1 JULY 2002

Education is a
continuing
activity taking
place through-
out the life span
of everyone who
lives with the
accelerating
pace of change.

*Lifelong
Learning*



lifelong learning

by Antonio C. Asper

Constant Change Requires Lifelong Learning

Both knowledge and technology must ever improve, as a way to progress.

The line dividing schools and corporations as well as offices is fading. The whole world becomes a classroom, and each experience becomes a process of learning.

It comes as no surprise then that the headquarters of Microsoft in Atlanta is called a Campus. Big Japanese car-makers run their own schools for their workers.

The Department of National Defense has its own National Defense College. NEDA maintains the Development Academy of the Philippines. And FFW has its own Philippine Social Institute.

Personal Development

There is more to lifelong learning. It is written in the genetic code that each individual possesses at least seven intelligences, and maybe more, that every person can develop.

According to Ed de la Torre, former TESDA Director General and President of the Education for Life Foundation, "if we learn, not just in school, but from life, we can and should learn throughout life."

"Kung hango sa buhay, tungo sa buhay, dapat lamang idagdag: habang may buhay."

With equivalency, recognition of prior learning, and competency-based education in a dual training setting, those learnings can be universalized, standardized, tested and certified as occupations, for the purpose of earning a living or simply to take pride in a craft or two.

Security and Survival

As much as it helps workers achieve some form of security in their work, lifelong learning is a tool for corporate survival in the environment of harsh global competition.

New technologies that are ever changing require continuing education and training of the workforce if these are to be handled correctly or operated productively.

Changing Work Organization

Impelled by rapid technological changes, corporations demand flexibility among their workforce, in particular, job flexibility. Many corporations now put premium on multi-skilled, job-flexible workers. A new term has even emerged: the *worker-entrepreneur* replacing the worker-wage earner.

Meanwhile, tayloristic job descriptions are being substituted by self-managing teams that operate semi-autonomously. These teams are composed of job-flexible because better educated and multi-skilled workers who are interchangeable. They are also trained and retrained continuously, ever upgraded in the spirit of *kaizen* – a philosophy of unending improvement.

A mono-skilled worker is history. Job security is now a lingering dream. According to Guy Standing, an ILO expert, employment security is no longer a viable goal, no matter if the constitution avows or guarantees it.

These realities are being shaped by globalization that is based on a neo-liberal economic framework.

Continuing Workers' Displacement

Meantime, workers are losing their jobs. Either on account of age or because of lack of marketable skills, displaced workers often can not find permanent and secured employment in the formal economy, much more land in equivalent jobs that pay as much as the one they left behind and which their unions helped to secure.

Ask Gil Santos, President of Warner Lambert Employees' Union, whose company shut down its Pasig Plant in 1999 and transferred its production to Thailand the next year.

His older, mono-skilled displaced members mostly remain unemployed. The younger ones have found temporary or lower-paying jobs elsewhere. Very few succeeded in their enterprise ventures.

Or ask Benny Carpio, former President of Solidarity Workers Union, whose company, the Reynolds Phils. Corporation is presently shut down.

What knowledge and skills one learns in school today may have become dated soon after graduation. Lifelong learning thus, becomes the desired alternative.

Continuing financial troubles and stiff competition have made the company open and close its operations depending on the availability of working capital.

With dim job prospects outside, the "overage" mono-skilled workers at Reynolds prefer to "wait it out". Meantime they do odd, informal sector, contractual, low-paying jobs in between the 'closing' and 'opening' of the company.

An Alternative

To the waning of job and employment security, Guy Standing offers an alternative: "citizenship and occupational security". (see article on *Citizenship and Occupational Security*)

A worker needs to build a career within an occupation that is made up of a range of related skills that a worker should master in the course of her or his working life.

That way, the worker takes control – and pride – of his or her craft.

A multi-skilled worker practicing an occupation will then never be out of work, whether as a wage earner, or self-employed or as an entrepreneur or as one who finds satisfaction in practicing an occupation, all at the same time or serially.

Together with representational security and voice regulation, and bolstered by the theory of multiple intelligences (see related article: "multiple intelligences"), lifelong learning can help the worker achieve occupational security.

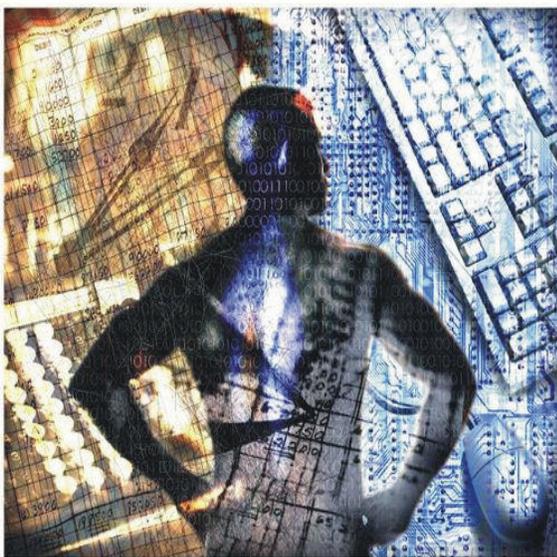
What Lifelong Learning is About

Lifelong learning is based on the notion that education is a continuing activity taking place throughout the life span for everyone who lives with the accelerating pace of change.

There is a complex and interdependent relationship between and among three major elements or outcomes of lifelong learning: education for a more highly-skilled workforce; personal development leading to a more rewarding life; and the creation of a stronger and more inclusive society

It involves learning by people of all ages and from all walks of life using multiple learning resources of society in order to learn whatever they need or want to learn.

This theory believes that adults have or can develop the capacity to engage in independent, self-directed learning; that all people are possessed of multiple intelligences. It also believes in the ability of individual learners to take responsibility for their lives and meet the demands of an increasingly technological society.



The process of lifelong learning begins in pre-school and continues through compulsory and post-compulsory periods of formal education and training. It is then carried out throughout the remainder of one's life span.

Lifelong learning is actualized through provisions of learning experiences and activities in the home, the workplace, universities and colleges, and in other educational, social and cultural agencies, institutions and settings – both formal and informal – within the community. It considers the world as a classroom.

The modes may encompass readings, projects, discussions with colleagues, focused meetings and correspondence. It uses all sorts of multi-media that are getting to be more affordable and more accessible. • Antonio C. Asper

MULTIPLE INTELLIGENCES

There is more to lifelong learning. It is written in the genetic code that each individual possesses at least seven intelligences, and maybe more, that every person can develop.

And we are not referring here to extra-terrestrials. We are referring to the human person who is earth-bound.

For so long, intelligence has been equated with IQ – that venerable Intelligence Quotient. The higher the IQ, the greater the intelligence. But IQ is measured by a person's verbal-linguistic and mathematical abilities, only two of the seven intelligences that an individual human being can possess.

Van Gogh, the artist, may not have had a high IQ. He even cut his own ear and died crazy. But his paintings are now prized possessions.

Joseph Ejercito Estrada, former President of the Philippines, has been and is still twitted as the paragon of a low IQ, although it is not generally known what his IQ is, but he acts superbly and is venerated as Asyong Salonga, a rogue that is loved by almost all moviegoers. Erap, as he is fondly called by his supporters, has the most number of votes among elected Presidents in the recent past.

Research and studies show that a person's intelligence is not limited to just linguistic and mathematical abilities: that, in fact, there are other domains of intelligence which a person can develop.

The Multiple Intelligence (MI) Theory shows that a person's level of intelligence is actually made up of autonomous faculties that can work individually or in concert with other faculties.

Accordingly, there are seven intelligences that form part of each individual's genetic make-up:

- *Linguistic Intelligence*: the facility to organize thought and expression.
- *Logical-mathematical intelligence*: the ability to calculate, to rationalize and to arrange ideas, and experiences into systematic sequence.
- *Musical Intelligence*: an aptitude for the arts especially music give the ability to translate experience into harmonious arrangement of sound.
- *Visual/Spatial Intelligence*: people with this intelligence can interpret space and its qualities and effects and apply it to life's activities.
- *Bodily-Kinesthetic Intelligence*: the ability to use parts of the body or elements in the environment into a practical system.
- *Interpersonal Intelligence*: the facility of knowing and understanding other people and bringing such understanding into a fruitful relationship.
- *Intra-personal Intelligence*: gives the human being the skill to discover self, qualities, capabilities and talents and to be able to bring these into an organized expression of self and the person's true nature.

From the MI perspective, intelligence is displayed, discovered and developed within the context of meaningful, culturally significant activities. This theory emphasizes that there is no general problem solving ability, and it highlights the roles and achievements valued in a wide variety of cultures. It challenges the belief that intelligence(s) can be adequately assured through standardized paper and pencil tests. •

MULTIPLE INTELLIGENCES



trade unions

the role of trade unions

1. Unions as catalysts for change and development should include in their vision and mission statements the framework of multiple intelligence and lifelong learning in all their education and training activities.

2. Unions should continue and improve their efforts at workers' education, for the purpose of raising awareness of workers about their rights and responsibilities at work and in the workplace, for forming leaders, for skilling them in various traditional and non-traditional trade union and social functions, and for organizing workers for purposes of representation and social negotiation. In this manner, workers' education contributes to greater social integration.

3. In response to the challenges of globalization, unions should actively intervene in the labor market. These interventions, among others, can take the form of: job matching and placement and employment counseling; promoting technical education and skills development; and skills testing and certification.

4. Unions should directly engage in educating and training their members, or in partnership with employers, training institutions and government to educate and train their members using multiple intelligence and lifelong learning framework, as part of their labor market intervention policies.

5. Unions should also take an active hand in developing training regulations, in promoting and negotiating appropriate training contracts, in the conduct of in-plant, inter-plant, community-based or training center-based skills training and entrepreneurship development. These can be undertaken in the framework of collective bargaining, tripartite and social dialogues or in labor-management councils.

6. Unions should also organize or re-organize other workers along lines of industries, guilds, crafts, trades or professions for collective bargaining and mutual aid and protection. These modes of organizations can better engage in providing labor market services, including education, training, career development and development of training regulations, to their members and to other workers.

7. Through collective bargaining, unions should negotiate for training contracts and the financing of their members' lifelong learning. Through tripartism and social dialogues, unions should study and advocate for financing schemes for lifelong learning that will include a combination of public and private loans, grants and subsidies, voucher systems, training levies, study-now, pay-later schemes, and contributory education and training funds.

8. In cooperation with TESDA and DOLE, unions should build their capacity for technical education and skills development, for the development of training regulations, for the negotiation of education and training contracts, for job matching and placement, career guidance and counseling, for training for livelihood or workers' entrepreneurship, and for skills testing and certification, in order to more readily offer these services to their members.

9. Unions should take more active participation in the programs and activities of TESDA at all levels, especially in respect to implementing the TESDA Occupational Qualification and Certification System (TOQCS), particularly in the translation of trade testing and other pertinent materials in the local vernaculars, and the advocacy reduction and/or elimination of testing fees for disadvantaged workers.

10. Unions should also advocate for the recognition of prior learning, competency based testing and certification, equivalency, regional, or APEC-wide harmonization of occupational qualifications and standards.

11. In policy development, unions should advocate policies that will reform the educational system towards lifelong learning in general and the delivery of quality TVET in particular, in order to ensure that workers benefit from, or align education and training systems to the requirements of, building a new global economic and social order.

11. In policy development, unions should advocate policies that will reform the educational system towards lifelong learning in general and the delivery of quality TVET in particular, in order to ensure that workers benefit from, or align education and training systems to the requirements of, building a new global economic and social order.

In August, 1999, the Technical Education and Skills Development Authority (TESDA), sponsored a National Labor Conference on lifelong learning and multiple intelligences. Among others, the participants concluded and recommended the following roles that trade unions should play in promoting lifelong learning.



Extracts from the Statement of the TUAC-OECD¹

We support the G8 Labour Ministers Montreal Conclusions which set as an objective a socially inclusive, high-skill, high-value-added economy and society. To achieve this, governments must adopt an action plan to:

- Implement active labour market policies in order to allow restructuring in a socially acceptable way and support the implementation of company-based paid educational leave schemes;
- Provide adequate financing for education and lifelong learning: here, the responsibility can not be left to the individual alone;
- Encourage agreements between employers and trade unions that make participation in lifelong learning feasible in practice and support the union role to deliver such training;
- Pursue policies to strengthen equal opportunities and close gender gaps in education, training and employment. It is essential that adequate child-care, pre-school education and adaptable work schedules are developed to increase quality job opportunities and training for women;
- Pursue policies to combat age discrimination against older workers, facilitate their employment and retention by promoting the adaptation of work organization to suit older workers and implement measures to provide training options;
- Involve representatives of trade unions in policy initiatives bridging the digital divide, and ensure that the workplace dimension is built into the work of the Digital Opportunities Task Force and the UN Information Society Summit in 2003.

¹Prepared by the Trade Union Advisory Committee (TUAC) and given to the Organization for Economic Cooperation and Development (OECD) in cooperation with partner organizations, notably the ICFIU, WCL and ETUC. Full Statement where these extracts were taken was given to the 2002 OECD Council, At Ministerial Level and to the Kananaskis G8 Economic summit.

Citizenship & Occupational Security

The pivotal forms of security required for the Good Society of the twenty-first century are citizenship and occupational security. Citizenship conveys the sense of belonging to a community, the true sense of fraternity, on the basis of individual liberty, which implies autonomy with responsibility. Citizenship gives freedom, by strengthening a sense of identity and the necessary basis of self-control.

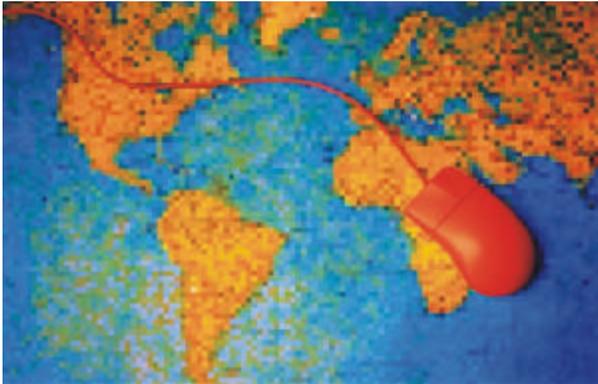
“For citizens living in a work-based society, the source of distributive justice is the opportunity to pursue occupation. This involves the positive senses of skill and creativity, activity and self-control – the pride of craft. Occupation is never a finished process. One bundles competencies and ‘functionings’, learning, refining and extending the self through work, always allowing for leisure and contemplation. Since occupation is necessarily risk-taking activity, it accepts that some insecurity is tolerable, but is premised on basic security in the same way as Rawls and others have regarded fair opportunity as a necessary condition of distributive justice.

“...Occupational security will also require support for a more flexible lifetime system of career learning– not a whirl of short-term jobs and modules of employable skills, as captured by the image of the flexiworker, but a sense of progression, improving technical skill, status and craft control. One novel idea, ...is a ‘university of the community’, by which people could be apprenticed to a registered non-profit organization, receiving a diploma at the end of the period of community work, which would license them to do similar work elsewhere.” •

Source: Guy Standing; “Global Labour Flexibility: Seeking Distributive Justice,” ILO 1999

Distance Education

Even schools as physical structures may soon become obsolete. And many traditional teachers, too, may soon join the endangered species.



It all began as correspondence schools. One reads the ads in newspapers, chooses a course from the list, enrolls via mail, pays through the bank, receives printed education and testing materials and manuals by return mail, studies the same and takes tests. If one passes the tests, one receives a certificate of completion or a course diploma.

In this system, one never “goes to school” and may even never see the teacher.

Then came the tape-recorded lessons; quite effective in learning languages but can not impart solid skills that need to be seen and repeatedly demonstrated in order to be learned and replicated.

Next came audio-video materials either in tapes or discs. But how does one ask questions and clarification from the teacher?

And most of these systems and media were hardly affordable and comprehensible to the workers.

Today, many distance education are computer- and internet-based. With an internet-enabled computer, the student-trainee can take and enroll in any number of courses and finish it in one’s own time without having to leave home or office.

Available technology such as digital telephone lines, compressed video and teleconferencing can create a virtual school that, at times, can be conducted live.

As the virtual school bridges the psychological distance between learner and instructor, it can soon also provide cheaper education and training. It can even be free.

But how effective are the media used in the system of distance education? (*see box*)

In the Philippines, there are as yet few Filipino outfits that offer good and affordable distance education. One such school is UP’s Open University. Yet its courses are also quite limited and not readily accessible to workers.

Cannot the FFW’s Philippine Social Institute transform itself into an open Institute offering various courses and training modules both through traditional means and as a distance learning center? • Antonio C. Asper

MEDIA OF INSTRUCTION FOR DISTANCE EDUCATION

Although technology plays a key role in the delivery of distance education, educators must remain focused on instructional outcomes, not the technology of delivery. The key to effective distance education is focusing on the needs of the learners, the requirements of the content, and the constraints faced by the teacher, before selecting a delivery system. Typically, this systematic approach will result in a mix of media, each serving a specific purpose. For example:

A strong print component can provide much of the basic instructional content in the form of a course text, as well as readings, the syllabus, and day-to-day schedule.

Interactive audio and video conferencing can provide real time face-to-face (or voice-to-voice) interaction. This is also an excellent and cost-effective way to incorporate guest speakers and content experts.

Computer conferencing or electronic mail can be used to send messages, assignment feedback, and other targeted communication to one or more class members. It can also be used to increase interaction among students.

Pre-recorded video tapes can be used to present class lectures and visually oriented content.

Fax can be used to distribute assignments, last minute announcements, to receive student assignments, and to provide timely feedback

Source: Dr. Michael W. Churton: “Distance Education and Training: past, Present and Future”.

LEARNING INTO THE MILLENNIUM

What do we need to learn if we are to survive and flourish into the next century?



Perhaps one of the most quoted statement on education into the 21st century is from the UNESCO Commission chaired by Jacques Delors.

The report puts a premium on four learnings:

- *Learning to do.* Changing skills, increasing skills, multiskilling.
- *Learning to be.* Identities, personal empowerment, values. The two poles are global citizenship (planet earth) and local communities. And squeezed (or stretched) by the “global”, what about national identities?
- *Learning to learn.* No school, training program, teacher or trainor can substitute for the learner’s capacity to continually learn in different contexts.
- *Learning to live together.* Recognizing and appreciating diversity, cultivating a culture of tolerance and peace, toward symbiosis.

Towards a Culture of Whole-Life Learning

The case has been made, both in management literature and in political literature, for the desirable goal of a “learning organization” or a “learning society.” What we need to discuss is how to insure that we develop a culture of learning and make our various organizations and communities learning organizations and communities, and the whole Philippines a learning society.

I added “whole-life” to learning, to emphasize that we learn from all aspects of life. “Life-long learning” can have a merely longitudinal connotation. But we need not quibble over this.

A culture of learning is a culture of curiosity and creativity. The exact opposite of a dogmatic and defensive culture that is intolerant of diversity and criticism. On the other hand, it is not an agnostic society which is cynical and does not appreciate a historical developmental understanding of learning. Just because we can only have successive approximations of truth, it does not follow that everything can be so relative as to have equal levels of validation and affirmation.

Our appreciation of the environment and concerns for degradation and pollution should extend to the cultural environment - its dangers of degradation and erosion, and pollution.

A culture of learning is therefore an open society that is tolerant and yet has the discipline of genuine democratic and intellectual debate. It starts with the premise of biodiversity, not just natural but cultural, which has implications for politics and social governance. This is not to be equated with a market conception that attributes to an invisible hand the maintenance and restoration of equilibrium and symbiosis.

What is the point of learning if we can’t use it to intervene in natural processes? Besides, the market, for all its invocation of natu-

ral law, is itself a social creation, hence needs social intervention, though this should not be equated with state intervention.

The proper critique of central states as the repository of wise governance should be accompanied by a critique of the schools as the centers of teaching and learning. There are many more, including market institutions. The media, to cite an example, not necessarily arguing that media right now is superior to academe. The same goes for NGOs, again not arguing that they are better than schools and media. The same for churches and religious institutions. Unfortunately, family and communities may not have the important role they used to play, but they are still there.

It is world of work, understood more broadly that we need to integrate in our conception. Buhay-kabuhayan-hanapbuhay. So with the world of leisure and friendship, travel and reflection. Negosyo literally means negating laziness or empty time. But there is place for leisurely pursuits, which schools were supposed to be - spaces for reflection that is not tied to the immediacy of making money and surviving market competition. •



Extract from former TESDA DG Ed de LaTorre’s “Reflections on Lifelong Learning”, an inspirational address given at the ELF-TESDA Conference on Lifelong Learning, June 23-25, 1998

A PRIMER FOR THE PROPOSED MAGNA CARTA FOR THE WORKING CHILD



Sponsored by Senators Magsaysay and Legarda-Leviste, Senate Bill No. 2155 or the **Magna Carta for the Working Child** was recommended for approval in substitution of SB Nos. 602, 750, 1009, 1207, 1377, 1394, 1762, 1882 and SR No. 12, taking into consideration HB No. 4235 last May 27, 2002.

Briefly, the following are the salient features of SB No. 2155 which shall serve as the vade mecum in safeguarding the working child's welfare.

WHAT ARE THE RIGHTS OF A CHILD WORKER?

Section 4 accords the child worker with the following rights:

1. a standard of living that would support his/her education and physical, mental, moral, and psycho-social development;
2. protection against all forms of exploitation, neglect, abuse, cruelty, and other conditions prejudicial to his/her well-being;
3. Not to be made or suffered to work or perform any undertaking or activity, more particularly if such work will hinder his/her education, or is hazardous, or is harmful to his/her health or physical, mental, moral or psycho-social development;
4. protection of his/her well-being and best interest if and when hired, contracted or employed for any work, undertaking, project or activity, as well as to the preservation of his/her remuneration and other income and benefits from his/her efforts; and
5. At the place of work or activity, to all the rights and privileges afforded to his/her elders therein, including the rights to freely associate with them, join their organizations or form their own for purposes of collectively bargaining for their salaries and benefits.

HOW ARE THE RIGHTS OF THE CHILD WORKER ENSURED?

- The child worker is guaranteed at least the prescribed minimum wage and is entitled to personally receive the same (Sec.8).
- The child worker is entitled to receive and be paid the statutory and contractual employee benefits as his/her co-employees (Sec. 9).
- Employers are also to provide within their establishments or workplaces areas where the child worker can study, rest and have some recreation, and time for such activities (Sec. 12).
- A child below 15 years of age is prohibited to work between eight o'clock in the evening and six o'clock in the morning of the following day, for more than eight (8) hours a day, and in no case beyond twenty (20) hours a week.
- Child workers 15 years of age and above are prohibited to work between ten o'clock in the evening and six o'clock in the morning of the following day, for more than eight hours a day and in no case beyond forty hours a week (Sec. 13).
- To protect his/her well being, a child must acquire a medical certificate proving that he/she is fit for employment.
- And during the child's employment period, the employer must ensure, through annual medical examination by competent health authority, that such child is fit to continue employment (Sec. 30).
- Employers are obliged to furnish the child worker his/her employment records (Sec. 32)

A PRIMER FOR THE PROPOSED MAGNA CARTA FOR THE WORKING CHILD

WHAT ARE THE WORST FORMS OF CHILD LABOR?

Article III, Section 7, prohibits the employment of children in any worst form of child labor as enumerated in Section 3, paragraph (m).

1. Any form of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labor, including recruitment of children for use in armed conflict;
2. The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
3. The use, procuring or offering of a child for illegal or illicit activities, including the production and trafficking of illegal and dangerous drugs and psychotropic substances prohibited under existing laws;
4. Work that is hazardous for the child as herein defined;
5. Work which hinders with the child's education; or
6. Work which, by its nature or the circumstances in which it is carried out, is harmful to the child's health or physical, mental, moral or psycho-social development.



WHAT ARE HAZARDOUS WORK, CONDITION, UNDERTAKING, OR ACTIVITY FOR A CHILD WORKER?

Section 3, paragraph (f) lists the hazardous work, condition, undertaking or activity detrimental to the child worker's well being.

1. Any work underground, under water, or at dangerous heights;
2. Any work with power-actuated or explosion driven tools or machinery, or which involves the manual handling or transport of heavy loads;
3. Any work in an unhealthy environment, which may expose a child to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;
4. Any work under particularly difficult conditions, such as long hours of work during the night or without the possibility of returning home each day;
5. Any other type of work or activity which, by its nature or the circumstances in which it is carried out, is likely to jeopardize the health or safety of children; or
6. Any of the work listed in the "List of Hazardous Work" which the Secretary of Labor and Employment may prepare, review, update and issue from time to time taking into account the standards and enumeration set forth above.

A PRIMER FOR THE PROPOSED MAGNA CARTA FOR THE WORKING CHILD



HOW DOES THE CHILD WORKER'S EDUCATION GUARANTEED?

Once enacted, Section 10 obliges employers to provide for an appropriate opportunity, as well as necessary support and assistance, to enable child workers to obtain at least primary and secondary education.

To ensure and guarantee the access of the working child to education and training, Section 11 directs DECS to formulate, promulgate and implement relevant and effective course designs and programs; conduct the necessary training for the implementation of relevant curriculum; ensure the needed educational facilities and materials; and conduct continuing research and development program for the necessary and relevant alternative education of the working child.

WHAT IS THE NATIONAL COMMITTEE ON CHILD LABOR?

Article VII, Section 26 creates the National Committee on Child Labor (NCCL) composed of the following:

1. DOLE Secretary or his/her Undersecretary, as its Chairperson;
2. DSWD Secretary or his/her representative, as its Vice Chairperson;
3. Secretaries of the DepEd, DOJ, DOH, DILG and the Director Generals of PIA and PNP or their authorized representatives as members
4. Two representatives each for the employers' organizations, the workers' organizations, NGOs on the working children and the working children's organizations.

WHAT ARE THE POWERS OF THE NCCL?

Section 28 accords NCCL with the following powers:

- a) Promote the enforcement of this Act and relevant provisions of the Convention on the Rights of the Child, the ILO Conventions 138 and 182 and other relevant ILO Conventions and treaties, as well as other applicable national legislation, rules, regulations and standards on child labor;
- b) Establish, coordinate, monitor, and assess programs and standards for the eventual elimination of child labor and protection of working children;
- c) Coordinate multi-sectoral actions at the regional and local levels to respond to the needs of working children
- d) Represent the Philippines in supporting and participating in the worldwide movement against child labor;
- e) The Secretary of Labor and Employment shall create a coordinative mechanism at the national, regional or local levels, which will include other agencies/organizations in the public and private sectors, to support the Committee in the performance of its functions.●

THE WORKER IS A CHILD

MR PRESIDENT,

As acting Chairman of the Senate Committee on Labor, Employment and Human Resource Development, I have the honor of sponsoring the legislation that would provide the framework for the abolition of child labor in the Philippines via Senate Committee Report No. 52, entitled: ***“THE MAGNA CARTA FOR THE WORKING CHILD”***.

The proposed measure is a consolidation of various bills and resolution filed by our colleagues in the Senate, namely: (1) Senate Bill Nos. 602 and (2) 750, by Senator Legarda-Leviste; (3) Senate Bill No. 1009, by Senator Villar, Jr.; (4) Senate Bill No. 1207, by Senator Cayetano; (5) Senate Bill Nos. 1377 and (6) 1394, by Senator Ople; (7) Senate Bill No. 1882, by Senator Aquino-Oreta; and (8) Senate Resolution No. 12, by Senator Legarda-Leviste.

THE CHILD LABOR PHENOMENON

Mr. President, the phenomenon of child labor is not only limited to our country but exists worldwide. Based on latest data, around 250 million children are estimated to be working under exploitative conditions in a global scale, and 50 million of them are involved in the worst forms of child labor.

For a long time now, the prevalence of child labor in the Philippines has been a constant source of concern not only for the government but also for the various sectors in our society. While there is an absence of a comprehensive data as to the total number of working children, the data indicate that the number of Filipino child workers is assessed to be at 5 million children within the 5-14 age group. The same data indicate that almost 4 million working children reside in the rural areas.

In addition, the results of the 2001 National Survey on Working Children show that there are now 4 million working children in the country aged 5-17 years old as against 3.7 million in 1995. Most of them are unpaid, unskilled workers in family farms. Others work in shops or as vendors in forestry or fisheries. Out of the 4 million, 2.4 million of the working children face physical, biological and chemical hazards. There are also those who suffer injuries and work related illnesses such as body aches and skin diseases. Said data further indicate that one (1) in every four (4) children work in the evening or during night time.

Mr. President, the statistics on child labor are endless. But in the end, the question boils down as to what this Congress can do to address the issue.

Let me emphasize though that this proposed measure does not intend to teach the children to be lazy or to discourage them the value of work. Neither will it teach them to depend on their parents for life, but basically, for children to enjoy their childhood.

There are those who speculate, Mr. President, that poverty itself is the reason for the emergence of child labor. Because of poverty, child labor is resorted to as one of several household-coping strategies by Filipino families who view children as potential income providers and as part of the family support system. In other words, the entry of children into the labor market is viewed as part of the household's survival strategies. But I firmly believe, your honor, that poverty is too simple an excuse for child labor. All forms of child labor are unacceptable infringement of fundamental human rights and must, therefore be immediately addressed.

RELATED LAWS ON CHILD LABOR

As a response to the extent and magnitude of child labor in the country, the Philippine government, particularly the legislative branch has not been remiss in its duty to undertake appropriate legislative measures to address this issue.

In 1974, Presidential Decree No. 603, otherwise known as “The Philippine Child and Youth Welfare Code” was enacted to serve as the framework for the promotion of the welfare of Filipino children. This law defines the rights of the child, enumerates the liabilities of the parents, and defines the role of other institutions in promoting the welfare of Filipino children in general.

A Sponsorship Speech by Senator Ramon B. Magsaysay, Jr. Delivered last May 29, 2002

In July 1992, Republic Act No. 7610 was signed into law providing for stronger deterrence and special protection against child abuse. In November 1993, Republic Act 7658 was enacted to prohibit the employment of children below 15 years of age.

The Philippines is a signatory to various international anti-child labor agreements like the ILO Convention 138, which outlined the minimum age for admission to employment and the ILO Convention 182 concerning the prohibition and immediate action for the elimination of the worst forms of child labor.

Sadly, Mr. President, there are gaps in existing laws and policies on child labor that need to be addressed immediately by crafting a policy that will provide stronger deterrence in the employment of children in exploitative undertakings.

It is for this purpose that Senate Committee Report No. 52, entitled: "**THE MAGNA CARTA FOR THE WORKING CHILD**", is proposed.

SALIENT FEATURES OF THE BILL

Under the said measure, a child is defined as a person who is below 18 years of age. In the same light, "Hazardous Work", shall refer to any work underground, dangerous heights, any work with explosive driven tools, work in unhealthy environment exposing the child to hazardous substances, long hours of work during the night and those that will endanger the health and safety of the child.

Among the rights accorded to a child under the proposed measure include:

- To be provided a standard of living that would support his/her education and total development;
- Protection from exploitation;
- Safety against all forms of neglect, abuse, cruelty and other conditions prejudicial to his/her well-being;
- Not to be made to suffer to work or perform any undertaking that will hinder his/her growth or that will be harmful to his/her development;
- Preservation of his/her remuneration and other income and benefits from his efforts; and right for collective bargaining for their salaries and benefits.

The proposed measure seeks the creation of a National Committee on Child Labor to establish, coordinate, monitor, and assess the programs and standards to rid the society of the worst forms of child labor.

Another significant aspect of this proposed measure is the provision which requires parents or guardians to do community service for the period of one (1) month and one (1) day to one (1) year for parents found guilty of violating the provisions of this Act. This framework was patterned after the U.S. model of community service principle.

Mr. President, esteemed colleagues, the problem of child labor cannot be solved overnight, and neither will the passage of the bill completely wipe out child labor in the country, but I believe it is a step in the right direction. The **MAGNA CARTA FOR THE WORKING CHILD** is a blue print for the elimination of child labor, particularly on its worst forms. The fight against child labor should be comprehensive so that it can have a lasting positive change in society and the world.

Allow me to end this sponsorship speech by borrowing from the wisdom of our former beloved colleague, the late Senate President Marcelo Fernan who was a staunch anti-child labor advocate. He said and I quote, "Let us not suffer our children to be deprived forever of a precious gift that has been given us but which for them will never return – childhood".

Thank you, Mr. President. •

DEVOLUTION PROGRAM PRIMER



WHAT IS DEVOLUTION?

Devolution is a form of decentralization where responsibilities, functions and authority from the central unit are being transferred/delegated to semi-autonomous unit with minimal supervision from the higher administrative unit.

WHEN WAS THE DEVOLUTION PROGRAM CONCEIVED?

In 1992, the concept of devolution was formally considered during the FFW National Conference and was later ratified for implementation in another conference held at Imus, Cavite.

WHY DEVOLVE?

- Expanding activities and concerns of PSI;
- Inevitable cut down of development assistance;
- Capacity to develop specialized programs are being neglected due to focus on the administration of basic courses; and
- One of the mandates of FFW National Convention and Policy Program of Action (PPOA)

What are the concepts/principles of devolution?

1. **Autonomy** – (Trade Federations) TFs and local unions readily benefit from FFW services delivered by FFW-trained trainers/educators coming from their ranks with minimal supervision in the context that is most comprehensible and relevant to them in terms of their trade classification.
2. **Efficiency** – Mathematically, this shows how inputs are maximized to achieve desirable outputs. TFs and local unions learn to maximize their resources in a timely manner without sacrificing end results.
3. **Competency** – Competency building among TFs and local unions by having their human resources develop relevant and constructive skills through constant practice and education.
4. **Cooperation** – Internal training needs analyses facilitate precise and accurate identification of real and immediate needs of union members thus inducing cooperation within TFs and local unions.
5. **Facilitation** – Streamlines accomplishing procedural requirements and other processes from services requests to reporting and eventually, evaluations and assessments.
6. **Commitment** – TFs and local unions develop a higher sense of commitment to their constituents especially when their basic needs and interests are at stake.
7. **Leadership** – Constant immersion to problem-solving and decision-making activities instills accountability and at the same time hones leadership skills among TFs and local unions.
8. **Planning** – Sets in motion planning of relevant and concise seminars that would readily address the immediate needs of a relatively specialized segment of the FFW constituents (i.e., FFW level vis-a-vis TF level or even a smaller unit like local unions level).

WHAT DO WE WANT TO ACHIEVE?

Worker empowerment by establishing operational / administrative mechanisms and strengthening technical capacity of concerned organizations and educators to eventually absorb the function of administering and conducting basic courses.

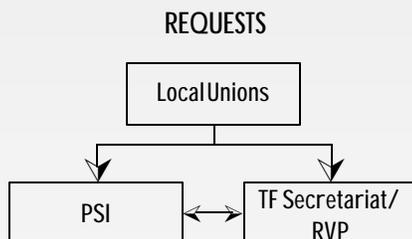
HOW DO WE ACHIEVE THIS?

As to date, two (2) consultations have already been conducted with the Education Commission (EdCom) members and with the TF Chairpersons, TF Deputy Chairpersons, Regional Vice Presidents, Labor Relation Officers, and Officers of the Network of Educators. All outputs of these activities have been consolidated for EdCom consideration who in turn, will submit their recommendations for Governing Board approval.

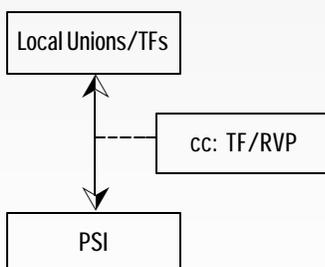
HOW WILL SEMINAR/TRAINING REQUESTS BE HANDLED UNDER A DEVOLVED SET-UP?

Luzon

Requests will be coursed through PSI in coordination with the TF, in so far as basic courses are concerned, and the VP for Luzon for advanced courses. But once the TF Secretariat Office is already operational, requests will be directed to the Secretariat and coordinated with PSI with the VP for Luzon duly informed in so far as advanced courses are concerned (please see diagram below).

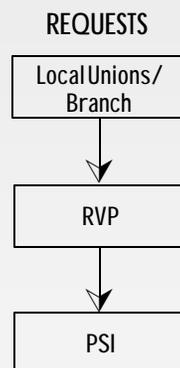


REPORTING

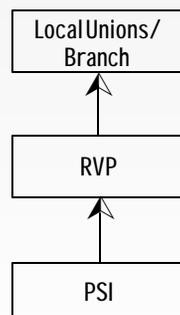


Visayas

Requests from local unions are channeled through the Regional Vice President (RVP) and the RVP forwards the requests to PSI. PSI in turn releases the funds to the RVP for the local unions' consumption.

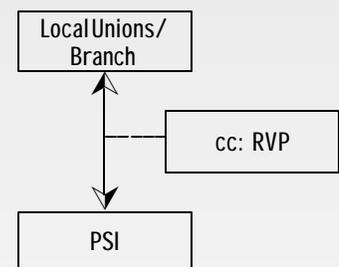


FUND RELEASE



Mindanao

Requests and reporting will be directly coordinated with PSI with the proper knowledge of the RVP for Mindanao as shown in the diagram below.



DISTANCE EDUCATION IN THE CONTEXT OF LIFELONG LEARNING

by richard g. valenzuela

NEW LEARNING PARADIGM, NEW INSTRUCTIONAL STRATEGY

Having been steeped in the traditional mode of formal education, perhaps most of us are probably unwilling to adjust to alternative schemes of learning other than the traditional mode. Recent developments in information and communications technology (ICT) have provided exciting options in the delivery of education. Some of these options, however, probably run counter to traditional educational delivery systems that we are used to in the past. This makes it a little difficult for many to make the necessary attitudinal, behavioral and mental adjustments.

A basic observation is that the paradigm of learning is shifting away from the traditional notion that knowledge is transferred from teacher to student within the confines of the classroom to a new understanding of learning that is learner-centered and results-oriented with the teacher giving up certain measures of control over the learning process and accepting the new role of a "coach" operating in the sidelines.

In the new paradigm, successful learning is certified by an individual's ability to apply the appropriate tools and information to the solution of problems encountered throughout a lifetime.

INCREASING EDUCATIONAL OPPORTUNITIES WITH A FIXED EDUCATIONAL BUDGET

Within a context of rapid technological change and shifting market conditions, the Philippines together with the rest of the world's education system is challenged with providing increased educational opportunities without increased budgets. Many educational institutions are answering this challenge by developing distance education programs.

Distance education is not a new idea—correspondence schools have been with us for the past half-century. But viewed from the vantage point of educational history, these concepts are relatively recent ones.



At its most basic level, distance education takes place when a teacher and student(s) are separated physically, and the instructional gap is bridged by technology (i.e., voice, video, data, and print) and periodical face-to-face communication. These types of programs can provide adults with a second chance at a college education or any field of specialization/interest, reach those disadvantaged by limited time, distance or physical disability, update the knowledge base of workers at their places of employment and enable worker-students to pursue higher learning, further career development and improve their professional qualifications.

Several Philippine institutions and universities have adopted this instructional strategy in the delivery of their services. The more prominent are the University of the Philippines Open University (UPOU), Polytechnic University of the Philippines, Leyte State University and the Southeast Asian Interdisciplinary De-

velopment Institute.

The Department of Education is extending its support to special children in far-flung provinces by providing them with basic education through the distance education program using modular instructional packages.

Through the availability of a variety of sophisticated communication technologies that provide instructor and learner with numerous ways to participate in learning, distance education has also evolved into the form known as online education or e-learning. Electronic learning or e-learning, primarily employs the internet and other multimedia technologies in the delivery of education.

DISTANCE ED VS TRADITIONAL ED

Briefly, there are several features of distance education that distinguish it from the traditional mode of learning.

Most obviously, distance education requires lesser capital investment on the part of the educator. Overhead costs are minimized since there is no need for classrooms and other facilities as may be required by the traditional mode of learning.

In addition, distance education clients are spared from taking a leave from their jobs or being separated from their families in order to pursue an education because they do not have to attend regular classes. With this, there are great savings in time and money. Students do not lose income from their jobs, and they do not have to spend additional amounts for food, lodging and accommodation as they would for the traditional programs.

Moreover, the institutionalized development of learning modules helps do away with the daily preparation for teaching and thus, frees a great deal of time for faculty to focus on research and writing.

According to UPOU, the quality of the courses in distance education is determined to a large extent by the quality of the learning materials. Since these are prepared following institutional guidelines, standards of excellence are more easily monitored.

In traditional programs, much depends upon how individual faculty members manage and teach a course. While in the distance education mode, the quality of teaching is ensured by a team of content experts, qualified tutors, editors, instructional designers and media specialists. Students have access to the same materials so no group is disadvantaged because of cost, time or distance.

DISTANCE ED AND LIFE-LONG LEARNING

Distance education facilitates life-long learning process that asserts education as a continuing activity taking place throughout a lifetime of any individual. It is construed that even adults can develop the capacity to engage in independent and self-directed learning and meet even the demands of an increasingly knowledge-based world.

The unprecedented pace by which the global environment is changing puts emphasis on education as a lifelong function. Capacities of individuals, communities and nations to adapt to a new environment become predictable when knowledge, skills and learning abilities are constantly updated.

Life-long learning objectives range from personal fulfillment and social cohesion to national economic well-being and competitiveness. Post modernist theories posit the idea that one's learning is most worthwhile when linked to gaining or retaining employment or economic betterment generally.

On the other hand, life-long learning outcomes exhibit an interdependent relationship. Life-long learning intends to educate for a more highly skilled workforce, enhance personal development for a more rewarding life, and ultimately the creation of a more inclusive society.

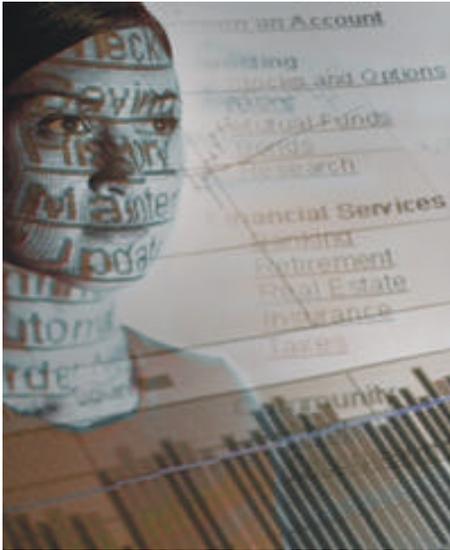
The process of life-long learning is actualized through provision of learning experiences and activities in the home, in the workplace, in school and other educational, social and cultural institutions and settings- both formal and informal- within the community.

The content of lifelong learning maybe without limit, using multiple learning resources of the society, people may learn whatever they want to learn even concerning personal life, general culture, social relation, and co-curricular or extra-professional talents and interests.

The mode seem to encompass readings, projects, discussions, focus meetings, and correspondences, using all sorts of multi-media that are getting to be more and more accessible, particularly in this age of information technology.

In the end, facilitating lifelong learning is increasingly moving to the top of individual and social agenda. Distance education may not be the only medium to further equip and upgrade our selves as workers in a world where quantum advances in technology are achieved almost every hour, but it may yet prove to be the most efficient and effective option there is. •

isang praymer ukol sa DISTANCE EDUCATION¹



ANO ANG DISTANCE EDUCATION?

Ang *distance education* ay ang pag-aaral na kung saan ang guro at ang mag-aaral ay pisikal na magkahiwalay at tanging teknolohiya lamang kaakibat ang minsanang komunikasyong personal, ang siyang ginagamit upang ihatid ang instruksyon.

EPEKTIBO BA ANG DISTANCE EDUCATION?

Batay sa mga saliksik, ang pagtuturo at pag-aaral sa *distance education* ay maaaring maging kasing epektibo o higit pa kumpara sa tradisyunal na pamamaraan kung ang metodolohiya at teknolohiyang gagamitin ay naaangkop sa gawaing instruksiyunal, may interaksyon ang mga mag-aaral, at kung may napapanahong *teacher-to-student feedback*.

PAPAANO NAIHAHATID ANG DISTANCE EDUCATION?

Ang mga instruksyon at aralin sa *distance education* ay naihatid sa mag-aaral sa pamamagitan ng mga makabagong kagamitang produkto ng pag-unlad sa teknolohiya. Ito ay may apat na kategorya, ang **awdyo**, **bidyo**, **multi-midya** at ang **nasusulat**.

AWDYO – Ang mga *instructional audio tools* ay binubuo ng mga interaktibong kagamitan tulad ng telepono at radyo (shortwave) at ng mga *one-way* na kagamitan tulad ng *cassette* at *cassette tapes*.

BIDYO – Ang mga *instructional video tools* naman ay kinapapalooban ng mga *still images* tulad ng *slides*, mga *moving images* (hal., film at videotape), at ang tinatawag na *real-time moving images* kaakibat ang tinatawag na *audio conferencing* (one-way o two-way na bidyo na may two-way awdyo).

MULTI-MIDYA – Ang mga computers ay may kakayahang magpadala at tumanggap ng mga impormasyon sa pormang elektronikong. Dahil dito, may mga *computer applications* na sadyang ginawa para sa *distance education* at ang mga ito ay ang sumusunod:

COMPUTER-ASSISTED INSTRUCTION (CAI) – ginagampanan ng computer na naglalaman ng mga instruksyon at aralin ang katayuan ng isang guro.

COMPUTER-MANAGED INSTRUCTION (CMI) – ginagamit ang computer upang organisahin ang mga instruksyon at aralin at upang subaybayan ang antas ng natutunan ng mag-aaral. Ang instruksyon at aralin ay di kinakailangang nasa computer ngunit ang CAI at CMI ay maaaring pagsamahin.

COMPUTER-MEDIATED EDUCATION (CME) – Ito ay naglalarawan sa mga *computer applications* na nagbibigay daan sa paghahatid ng instruksyon sa mag-aaral. Ang mga halimbawa nito ay ang *electronic mail*, *fax*, *real-time computer conferencing*, at mga *World-Wide Web applications*.

NASUSULAT – Ang nasusulat na kagamitang instruksiyunal ay ang pundamental na elemento ng programa ng *distance education* at basehan ng iba pang sistema ng paghahatid intruksyon. Ang mga nabibilang sa ganitong uri ay ang mga *textbooks*, *workbooks*, gabay sa pag-aaral, *case studies* at *course syllabi*. Ano ang kaibahan ng stratehiya ng *distance education*?

1. Pinadadali nito ang proseso ng pagtuturo sa mga manggagawa-mag-aaral na magkakahiwalay.
2. Matipid sa oras at pinansyal na aspeto ng paghahatid edukasyon. Maaaring maihahatid sa mas nakararami sa loob ng limitadong panahon.
3. Ang mga instruksyon ay dinisenyo upang magbigyang puwang sa skedyul ng mga abalang manggagawa-mag-aaral
4. Ang mga manggagawa-mag-aaral ay maaaring tapusin ang isang modyul batay sa kani-kaniyang bilis at kakayahan.
5. Ang mga *standardized* na instruksyon at aralin ay nagbibigay kasiguruhan sa kalidad ng aralin.



¹Moore, M.G. & Thompson, M.M., with Quigley, A.B., Clark, G.C., & Goff, G.G. (1990). The effects of distance learning: A summary of the literature. Research Monograph No. 2. University Park, PA: The Pennsylvania State University, American Center for the Study of Distance Education. (ED 330 321)

Verduin, J.R. & Clark, T.A. (1991). Distance education: The foundations of effective practice. San Francisco, CA: Jossey-Bass Publishers.

Willis, B. (1993). Distance education: A practical guide. Englewood Cliffs, NJ: Educational Technology Publications.

PSI WORKBENCH



VALUE-BASED TEAMBUILDING SEMINAR FOR PSI-FFW STAFF

A staff Value-based Team Building Seminar cum Orientation and Planning Meeting was conducted by the Philippine Social Institute (PSI) last May 13-15, 2002, at the Overlook Resort and Conference Center, Antipolo, Rizal.

Facilitated by an independent human resource consultant, the seminar was primarily intended to provide opportunities for PSI Staff understanding and appreciation of each other to work cohesively as a team, especially now that four new staff members have joined the group to augment its manpower requirements in the face of increasing opportunities brought mainly by the rise of unconventional education and training theories and frameworks, and the escalating public sector commitment to social development.

The activity also included an orientation and re-orientation for the new and former PSI staff respectively on FFW's background, philosophy, values, structure and programs in general and that of PSI in particular. A revision of the Year 3 Program Cycle Plan of Action (POA) to suit the newly formulated timetable agreed upon by PSI and the World Solidarity Movement-European Union (WSM-EU) concluded the activity.

NEW PSI EXECUTIVE DIRECTOR APPOINTED

With the new PSI staff, comes the newly appointed PSI Executive Director, Ms. Raquel DC Arpoja. The FFW Governing Board (GB) approved her appointment during the GB Meeting held at Days Hotel in Tagaytay City last May 25, 2002.

Looking back, Ms. Arpoja started her career in PSI as a researcher for FNV Project in October 1997. After a few months, she became the project coordinator for PSI's LITECHILD Program whose results have exemplified her soft-spot and dedication for children. In 2001, she was appointed PSI Officer-in-Charge by FFW National President, Ramon J. Jabar.

Ms. Arpoja had worked with a church-based organization and a non-governmental organization prior to FFW. She has a degree in Developmental Studies from

the University of the Philippines, Manila Campus where she is also currently pursuing a master's degree in public management.

Now, as the new PSI Executive Director, her plans center on pursuing PSI's vision of transforming itself into a training institute with physical structure, facilities and will provide innovative means of educational ventures specifically designed for workers and other basic sectors.

DEVOLUTION PROGRAM CONSULTATIONS CONDUCTED

To thresh-out ambiguities in the implementation of the FFW Devolution Program, PSI conducted two consultative meetings, one with the FFW Education Commission (EdCom) and another with the TF chairs and deputies, labor relations officers, regional vice presidents and the representatives of the network of educators last June 1, 2002 and June 10-11, 2002 respectively.

At the FFW-BATU Seminar Room, EdCom members were first consulted on the PSI proposed implementation mechanisms of the Devolution Program and more specifically, the existing FFW guidelines on seminar sharing, rates and selection process in training.

EdCom, in principle, expressed their support for the proposed implementation mechanisms however, they stressed the subjectivity of their approval to further discussion of a wider audience. With regards to the policies, they have agreed to review and revise the existing policies and come up with a practically, relevant set of policy guidelines for Governing Board (GB) approval by coordinating with former EdCom members and program implementors.

Present during the EdCom consultation were EdCom Chair, Rolly Binag and members, Jun Baluyot, Albert Pedregosa, Sonia Balgos, Marlyn Jara and Ludy Casaña.

To further push the concepts of devolution to a wider audience as recommended by EdCom, PSI have also conducted a two-day consultation activity last June 10-11, 2002 at the Garden Plaza Hotel, Manila. Recommendations reached during the activity were consolidated for EdCom review and eventually, for GB approval. (Please see *Devolution Program Primer*)

NEW FACES @ PSI

Joann N. Banzuelo, or simply "Jo". She is a business administration graduate majoring in computer data management processing at the Lyceum of the Philippines. Jo have earned experiences in data management from the Bank of America, Metropolitan Bank & Trust Company and Innodata Philippines. Prior to her employment here at PSI, she was assigned in a PAL Special Project under Sycip Gorres Velayo & Co. Currently, she is assigned as the PSI databank encoder.

Evelio L. Regaspe, Jr., "Evie" is not a new kid on the block for the FFW family. He has been a dedicated volunteer labor educator since 1998 after he was separated from the defunct National Steel Corporation where he worked for almost 19 years. A certified plant mechanic, Evie is a product of the Samson Technical School where he received recognitions for his academic performances in automotive and diesel mechanic courses. At PSI, he is the Training Specialist for the Devolution Program.

Myla M. Sandoval, a fresh graduate from St. Scholastica's College with three degrees appended on her name, BS Psychology, BS Commerce major in Human Resource Management and AB Guidance and Counseling. On top of that, she also finds time for sports being a paddler of the "Manila Blazing Paddles" rowing team. Myla's new challenge stems from being PSI's Training Specialist to focus on curriculum development.

Richard G. Valenzuela, the point person for PSI's new programs and competencies, handling project proposals and the Workers' Satellite. He has worked as the project coordinator for the Philippine Women's University's Planning Department and prior to his employment at PSI, he was the Technical Assistant to the Dean of the School of Industrial Engineering, Mapua Institute of Technology. Richard is a graduate of agricultural economics major in agricultural finance and cooperatives at UP Los Baños. Currently, he is taking up his MBA at PLM.

psi-ffw schedules

aug

13-15

Seminar on Public Administration and Finance for FFW Governing Board Members @ Networld Hotel, Roxas Blvd., Pasay City

27-29

Equivalency and Lifelong Learning Opportunities Workshop @ TESDA Women's Center, Taguig

sept

03-06

Power Tools for Effective Labor & Social Educators Advanced Trainers' Training for Luzon Metro Manila

10-12

Vis-Min Technology of Participation Training, Davao City

12-15

Power Tools for Effective Labor & Social Educators Advanced Trainers' Training for Visayas & Mindanao, Davao City

18

Curriculum Review & Development Session Metro Manila

24-27

National Conference on Labor & Social Standards TBA

Philippine Social Institute
for workers' education and development

Federation of Free Workers

Ramon J. Jabar

National President

Juan C. Tan

President Emeritus

Atty. Allan Montaño

National Vice President

Jose Cayobit

National Treasurer

Editorial Team for this Issue

Antonio C. Asper

Raquel DC Arpoja

Richard G. Valenzuela

Myla M. Sandoval

Workers' Satellite is published by the Philippine Social Institute, the education and training arm of the Federation of Free Workers.

Editorial Offices at 3/F FFW Building
1943 Taft Avenue 1004 Malate, Manila,
PHILIPPINES

Tel (63 2) 523 1979

(63 2) 521 0464/35

Telefax (63 2) 525 0801

E-mail psi_ffw@yahoo.com

Publication of the Workers' Satellite is made possible through the support of WSM-EU.

PRINTED MATTER!

If undelivered, please return to the editorial offices of the Workers' Satellite